

daughters, live in dreary isolation for more than half the year, simply because no means of travel yet invented will master the mud of country roads.

To properly recognize the foregoing conditions it would seem that a course of study should contemplate these lines of interest.

1. In the earlier years, especially, great attention should be given to the picturesque and natural beauty of the surroundings. Without careful training in this direction the practical character of their daily work will close the eyes of most of the children to what should be a life-long source of joy and inspiration. Much outdoor study of geography, in its broader sense, should therefore be encouraged. Drawing, painting and modelling are very useful in this connection.

2. To supply the demand for scientific skill a great deal of attention should be given to

(a) *Mechanics*. Pupils should be taught enough practical mechanics to ward off the legion of fakirs with labor-saving devices.

(b) *Manual Training*. Scarcely a day passes on the farm without some demand for skilled hand work, which, if the farmer could do himself, would save much future loss of time and expense.

(c) *Mathematics*. In no other line of work where so much is at stake is so much lost through lack of systematic bookkeeping, resulting in infinite wastes in a hundred ways that are unnoticed. The farmer must some time learn what the merchant now knows, that he must in the future gain his livelihood from small margins on everything, rather than large gains on a few things. Bookkeeping should therefore be carefully taught. The study of form and elementary geometry, trigonometry, and surveying, as well as sensible road making, have numberless practical applications to the farmer's success.

(d) *Biology*. Practical farm biology, such as how to feed for beef or for milk, rotation of crops, selection of seeds, relative value of forage grain, and other crops, all studied from a rational and scientific standpoint are exhaustless topics, a consideration of which can result in actual profit, as well as broader general culture.

(e) *Meteorology and Physics of the Atmosphere*. Careful study of the maps and other publications of the weather bureau will bring about a better understanding of the great storms apt to visit the region, as well as more intelligent understanding of other weather conditions.

(f) *Mineralogy*. The composition, origin and treatment of soils, how their productiveness may be renewed, and conserved, the relation of the soil to the underlying rock, the origin and relative value of the native rocks are important subjects.

(g) *Chemistry*. Practical knowledge of the principal elements which enter into the soil, plants and animals. These studies should be treated from the scientific or philosophic, as well as economic standpoint. Country children should be allowed to get an insight into the deeper and more general problems of creation, if they are to be satisfied with their work. However, intelligent study from the economic standpoint inevitably involves a study from the scientific standpoint.

Schools should endeavor to secure the best of the government publications for reference.

3. The pouring of the youth into the cities will not cease until the country can secure some of the social advantages of the town. The principal obstruction now is the unspeakable system of road making. Good roads, with their natural consequences, would practically solve the problem of country life.

They would mean hours of social intercourse instead of dreary solitude, free delivery of goods from stores, and free delivery of mail; also the rapid extension of the trolley-car system, with its numerous possibilities of use and pleasure.

Whatever else the course of study may do, it should breathe a hope for the country boys and girls, which does not require city life for its realization, but that has for its background the sunsets, the hills and woods and waving grain-fields.

Country life, not less than city, may have noble aspirations. The city and the country express the equation of life. Both must be preserved, and must supplement, but not destroy each other.

ARBOR DAY.

How To Beautify the School Grounds.

Many schools cannot beautify their grounds because there are none to beautify. School buildings often stand directly upon the street with only narrow alleyways on either side, and barely room in the rear for the ill-constructed, mal-odorous, unhealthful closets, at once a menace and a disgrace to the communities tolerating them. An unwise and niggardly economy has prevailed in many cities and villages which has cut down to the lowest dollar expenditure for school buildings and grounds, and lavished large sums on the erection of court houses and jails.

In many communities the school grounds would require much work to properly level and drain them. On other school grounds unsightly stones and decayed trees are found which should at once be removed. When grounds are properly leveled and drained and freed from disagreeable obstructions, the first effort to beautify them in every instance, should be to erect the necessary closets and to shield them from observation by a thickly planted row or clump of evergreens. Next, hard walks should be made from the street to the different doors of